



# Cambridge IGCSE™ (9–1)

CANDIDATE  
NAME

CENTRE  
NUMBER

--	--	--	--	--

CANDIDATE  
NUMBER

--	--	--	--



**ENGLISH AS A SECOND LANGUAGE**

**0991/41**

Paper 4 Listening (Extended)

**October/November 2021**

**Approximately 50 minutes**

You must answer on the question paper.

No additional materials are needed.

## INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- Dictionaries are **not** allowed.

## INFORMATION

- The total mark for this paper is 40.
- The number of marks for each question or part question is shown in brackets [ ].

This document has **12** pages. Any blank pages are indicated.

**Exercise 1**

You will hear four short recordings. Answer each question on the line provided. Write no more than **three words** for each answer.

You will hear each recording twice.

- 1 (a) Which subject does the girl think she will study at university?  
..... [1]
- (b) What is the boy looking forward to most about being at university?  
..... [1]
- 2 (a) What do the students dislike most about the school canteen?  
..... [1]
- (b) What will the chefs use less of in school meals in the future?  
..... [1]
- 3 (a) In which room did the police find the robot?  
..... [1]
- (b) Who called the police?  
..... [1]
- 4 (a) When can the man pick up the guidebook?  
..... [1]
- (b) What is the name of the hotel that the woman recommends?  
..... [1]

[Total: 8]

## Exercise 2

- 5 You will hear a student giving a talk to his class about a project to plant trees. Listen to the talk and complete the details below. Write **one or two words, or a number**, in each gap.

You will hear the talk twice.

### A tree-planting project

#### How the project began

Two children were upset by a ..... about rainforests being cut down.

Their father tried to cheer them up by making a .....

#### How a tea-producing company helped

The first tree was planted in England at the beginning of .....

The company later decided to plant another million trees in the UK and in .....

#### Why the company wanted to plant more trees

Trees can reduce the possibility of ..... taking place.

The company's farmers were successfully growing tea but had to buy firewood and .....

The farmers chose three types of tree to plant around their farms:

- A type of oak tree, which is used for making ..... and to provide shade.
- Avocado trees and macadamia trees, which provide ..... as well as food for the farmers.

[8]

## Exercise 3

- 6 You will hear six students talking about their school trip to Finland, a country in northern Europe. For each of speakers 1 to 6, choose from the list, **A** to **G**, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.

You will hear the recordings twice.

- |           |                          |   |
|-----------|--------------------------|---|
| Speaker 1 | <input type="checkbox"/> | <b>A</b> I would rather have spent more time doing just one activity. |
| Speaker 2 | <input type="checkbox"/> | <b>B</b> I found the weather easier to cope with than I'd expected.   |
| Speaker 3 | <input type="checkbox"/> | <b>C</b> It made me realise I need to pay attention to my fitness.    |
| Speaker 4 | <input type="checkbox"/> | <b>D</b> I was able to achieve an ambition I'd had for ages.          |
| Speaker 5 | <input type="checkbox"/> | <b>E</b> I most enjoyed doing the activities I'd never tried before.  |
| Speaker 6 | <input type="checkbox"/> | <b>F</b> The whole week made me more confident in myself.             |
|           |                          | <b>G</b> I preferred having optional activities on one of the days.   |

[6]

**Please turn over for Exercise 4.**

## Exercise 4

- 7 You will hear an interview with a student called Helen, about her involvement in helping to clean up rubbish in the environment. Listen to the interview and look at the questions. For each question, choose the correct answer, **A**, **B** or **C**, and put a tick (✓) in the appropriate box.

You will hear the interview twice.

- (a) What inspired Helen to help clean up the environment?

**A** an email from her cousin

**B** a radio programme

**C** a lesson at school

[1]

- (b) When Helen volunteered for a clean-up activity in France, she felt

**A** proud to be making a difference.

**B** amazed that so many people took part.

**C** confident that the problem could be solved.

[1]

- (c) While Helen was taking part in the beach clean-up, she enjoyed

**A** practising her French.

**B** listening to music.

**C** meeting people.

[1]

- (d) What surprised Helen about the rubbish they collected?

**A** the number of items

**B** the range of different items

**C** the size of some of the items

[1]

- (e) When asked about the amount of plastic in the sea, Helen talks about

**A** the importance of acting quickly.

**B** the difficulty of changing people's habits.

**C** the need to educate people better.

[1]

(f) What advice was Helen given about organising a clean-up activity?

A to advertise the event widely

B to ask local businesses to sponsor it

C to thank the volunteers afterwards

[1]

(g) What does Helen say about most of the people who have agreed to volunteer?

A They enjoy being outdoors.

B They have lots of spare time.

C They feel a sense of community.

[1]

(h) What is Helen planning to do next?

A apply for a course

B do some conservation work

C establish an environmental group

[1]

[Total: 8]

**Exercise 5**

- 8 (a) You will hear a science teacher talking about Omega 3s – natural substances that are very good for our health. Listen to the talk and complete the notes in Part (a). Write **one or two words only** in each gap.

You will hear the talk twice.

**Omega 3s****Brain health:**

Omega 3s help to ..... in older people in particular.

Omega 3s are often referred to as the ..... of our brains.

**Other advantages:**

Omega 3s are known to help reduce high ..... in some people.

Omega 3s help your skin by letting several ..... in.

**Studies:**

Getting enough Omega 3s in early life leads to higher .....

[5]



(b) Now listen to a conversation between two students about healthy eating, and complete the sentences in Part (b). Write **one or two words only** in each gap.

You will hear the conversation twice.

### Healthy eating

..... is an example of an oily fish that has lower amounts of Omega 3s.

Eating lots of ..... food makes it difficult for us to absorb Omega 3s.

People shouldn't take vitamins as a kind of .....

Patients taking Omega 3s may show an increase in their .....

Including Omega 3s in your diet can also affect the ..... and length of your sleep.

[5]

[Total: 10]





**BLANK PAGE**

---

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at [www.cambridgeinternational.org](http://www.cambridgeinternational.org) after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.